Developing Consultation Models for Teachers

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Annotated Bibliography/Summary

The time that school counselors have to spend on individual counseling has elevated and the amount of referrals that they are receiving are also growing. Elysia Clemens, the author of this journal article discusses the importance of developing a therapy and counseling model for teachers that my help teachers with system support from counselors. Clemens states the importance of teachers and counselors working together with a child and this will help the teacher to gain knowledge, insight, and skills that will help the teacher to prevent similar referral situations in the future. This not only gives the teacher better knowledge of handling children but when the preventative measures are used this frees up some of the counselors time to be used on other issues and situations.

More and more literature is proving that most of teacher’s stress comes from the behavior of students and discipline in the classroom. Therefore, counselors that participate in the developmental counseling and therapy (DCT) as a source for consultation with teachers may help release some of the stress.

There are four main cognitive developmental modalities that are used to understand the DCT. They are concrete, dialectice/systemic, formal operational, and sensorimotor. These modalities are said to be used when the story or situation is relived. During the consultation process with the teacher, the teacher will most likely use one, though multiple modalities may be used, to develop the situation. There also can be a modality block which occurs when the teacher creates a block in theie way of thinking. This can then limit the teacher to be able to make sense of the student’s behavior in this situation.

Nevertheless, the counselor must consult the teacher in this situation and help the teacher view this situation on different ways. The counselor would begin with helping the teacher see the situation in each of these steps, and then the counselor would have the teacher answer some questions according to each modality. Overall, this method can help the teacher view and handle situations that arise in the classroom.

Critique

Because teachers receive very few classes on the psychology of behavior, teachers need to know that counselors are available to aid them in viewing a child’s behavior and analyzing that behavior to see if there is a deeper problem. Because of the melting pot classroom and no child left behind laws, the classroom has change immensely in the last few years. Teachers not only have to stay on top of those current changes but they also have to make sure that they are teaching the standards that need to be taught. Therefore any time that a counselor can give a teacher a tip in how to handle a child and their behavior, it is not only going to benfit the teacher but also the students and the counselor. As stated in Clemens article, if a teacher understands more about behaviors it is going to release some pressure from the school counselors. If the counselor has the DCT sessions, this will help everyone is one way or another. The DCT models ideas from Piaget which all teachers have studied. The problem is that they only studied them for a short period of time in college and not in depth. The teacher mostly focused on the behavior of learning and not the behavior within the classroom. The counselor could give more insight about Piaget’s way of viewing behavior and thus this would help the teacher in the classroom. When a teacher consults with a counselor, this opens up a situation where the counselor may be able to show some light to the child’s situation at home or just in general in their life. Overall, consulting is a way of communication and if the teacher and counselor can discuss ways to help a child then everyone wins.

References

Clemens, E. (2007). Developmental Counseling and Therapy as a Model for

School Counselor Consultation with Teachers. *Professional School Counseling*, *10*(4), 352-359. Retrieved from ERIC database.